School District of River Falls

Educational Program Committee Meeting

Monday, September 14, 2026 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022
Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Monica LaVold
A quorum of the School Board may be present for information-gathering purposes only.
Agendas can be viewed at https://www.rfsd.k12.wi.us/district/school-board.cfm or at https://meetings.boardbook.org/Public/Organization/1447

1. **CALL TO ORDER - 6:00 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**

4. **APPROVAL OF ACADEMIC AND CAREER/EDUCATION FOR EMPLOYMENT PLAN** **2**
Description: Melisa Hansen, College and Career Readiness Coordinator, will review the Academic and Career/Education for Employment Plan.
Recommended Action: Approve the Academic and Career/Education for Employment Plan.

5. **SCREENTIME MONITORING** **11**
Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will review plans for monitoring screentime during the 2026-27 school year.
Recommended Action: None, informational only.

6. **AI GUIDELINES FOR STAFF AND STUDENTS** **16**
Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will review AI Guidelines for staff and students for the 2026-27 school year.
Recommended Action: None, informational only.

7. **DISCUSS COMMUNITY FEEDBACK SURVEY DRAFT** **44**
Description: David Bell, Superintendent, will review the Strategic Planning Community Feedback Survey.
Recommended Action: None, informational only.

8. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)**
Description: As always, committee members will be given the opportunity to suggest items for future committee and/or School Board meeting agendas.
Recommended Action: As needed.

9. **SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING**
Description: Upcoming committee meeting dates, times, and locations will be reviewed.
Recommended Action: Set the meeting schedule as follows:
Educational Program Committee meeting: Monday, October 5, 2026, 6:00 p.m.
The meeting will be held in the District Office Conference Room, 852 E. Division Street.

10. **ADJOURN**

RIVER FALLS ACP

ACADEMIC CAREER PLANNING

PRESENTATION HIGHLIGHTS



01 Request for Approval and Audit Process

02 WI State Updates

03 RFSD ACP Plan Changes for Approval

Request for Approval and Audit Process

1

ACP is Mandated in WI- *PI 26.01*

ACP evolved from the previous state mandate of Education for Employment or E4E

2013

Wisconsin Statute 115.28(59) was allocated $1.1 million dollars of General Purpose Revenue (GPR) for 2014-15 implementation of Academic and Career Planning.

2014

Schools piloted a process for implementation.

2015

ACP Administrative Rule published in 2015

2017

Beginning in 2017-18, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

Now

School Boards review and publish ACP plans annually.

EVERY student EVERY year 6-12 (and truly K-12)

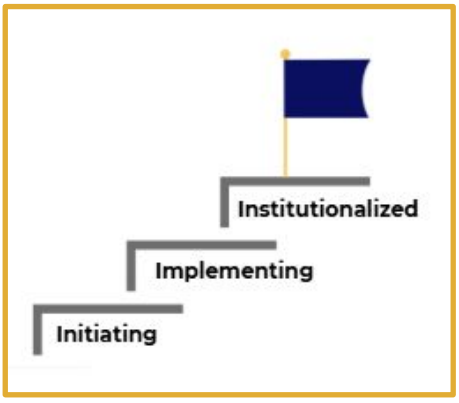
The Request

Per State Statute PI 26.04

Each School District's E4E plan needs to be reviewed by the School Board annually and published on our District website.

Our ACP team uses the guide and the Infrastructure framework to evaluate our progress to keep moving forward

- ACP Guide to Publishing our ACP Plan
  - The state provides the structure of the requirements
- ACP Infrastructure
  - We continue to make progress and work toward our program being institutionalized. Our ACP team works to evaluate our plan and make adjustments and set goals for growth.



Our ACP team also reviews all of the following each year to help update our plan

- **ACP Components**
- **ACP I Can Statements built from:**
  - WI Career, Learning and Life Ready Standards
  - ASCA Standards
  - Financial Literacy Standards
- **Portfolio Requirements**
- **Staff Survey; Stakeholder Feedback**



State of WI Updates

2

WI Department of Public Instruction

All WI School District Plans were evaluated by their CESA representatives in 2025-26.

- ACP is not a checklist of activities
- ACP is a team sport- school leaders are the Head Coach
- Students don't discover their future through software alone
- Teachers are the primary career influencers
- Career development starts long before career decisions

River Falls was selected as an "exemplar" for WI Districts to follow and our plan will be listed on the state ACP website.

WI Department of Public Instruction
Strategic Plan for the Next Decade:

VISION:

Every student graduates with a personalized ACP plan that reflects "I know who I am, I know where I'm going, and I know how I will get there."

FOCUS AREAS:

- Statutory Compliance
- Student ACP Plan
- Career-Connected Learning
- High-Quality 1-on-1 Career Advising
- Career Pathway Programs

WISCONSIN DPI
Portrait of a Graduate



WI Portrait of a Graduate

Key updates ....

- All that is in place and has been built positions River Falls well for future DPI roll outs and transition to Xello
- DPI will be rolling out their Portrait of a Graduate final details in Sept/Oct.
- DPI is creating and will soon roll out additional resources to support ACP in coming years.
- Xello has expanded and will become on main tool for the ACP Process and housing the ACP Product (portfolio)
- There is great energy in our community from businesses wanting to connect with students

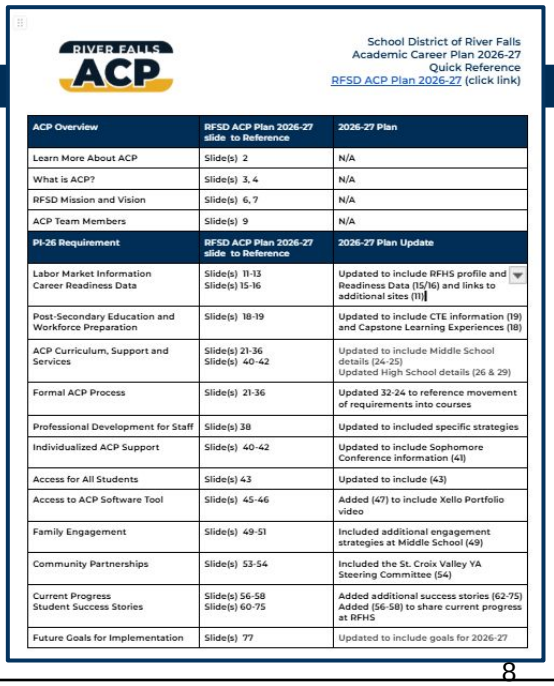
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River Falls School District
ACP Plan updates

3

ACP Plan and Quick Reference

- [2026-27 ACP Plan]
- [Quick Reference Guide]



RIVER FALLS ACP

School District of River Falls
Academic Career Plan 2026-27
Quick Reference
RFSD ACP Plan 2026-27 (click link)

ACP Overview	RFSD ACP Plan 2026-27 slide to Reference	2026-27 Plan
Learn More About ACP	Slide(s) 2	N/A
What is ACP?	Slide(s) 3, 4	N/A
RFSD Mission and Vision	Slide(s) 6, 7	N/A
ACP Team Members	Slide(s) 9	N/A
PI-26 Requirement	**RFSD ACP Plan 2026-27 slide to Reference**	**2026-27 Plan Update**
Labor Market Information Career Readiness Data	Slide(s) 11-13 Slide(s) 15-16	Updated to include RFHS profile and Readiness Data (15/16) and links to additional sites (11)
Post-Secondary Education and Workforce Preparation	Slide(s) 18-19	Updated to include CTE information (19) and Capstone Learning Experiences (18)
ACP Curriculum, Support and Services	Slide(s) 21-36 Slide(s) 40-42	Updated to include Middle School details (24-25) Updated High School details (26 & 29)
Formal ACP Process	Slide(s) 21-36	Updated 32-24 to reference movement of requirements into courses
Professional Development for Staff	Slide(s) 38	Updated to included specific strategies
Individualized ACP Support	Slide(s) 40-42	Updated to include Sophomore Conference information (41)
Access for All Students	Slide(s) 43	Updated to include (43)
Access to ACP Software Tool	Slide(s) 45-46	Added (47) to include Xello Portfolio video
Family Engagement	Slide(s) 49-51	Included additional engagement strategies at Middle School (49)
Community Partnerships	Slide(s) 53-54	Included the St. Croix Valley YA Steering Committee (54)
Current Progress Student Success Stories	Slide(s) 56-58 Slide(s) 60-75	Added additional success stories (62-75) Added (56-58) to share current progress at RFHS
Future Goals for Implementation	Slide(s) 77	Updated to include goals for 2026-27

Key Changes for 2026-27

High School Level
- Integrate ACP lessons and ACP Portfolio requirements into coursework
- Integrate career-connected learning (RFHS)

Middle School and High School
- Use Xello as the platform to create the portfolio and complete ACP Lessons (currently using Google Slides)
- Increase parent involvement in ACP process through sharing of portfolios in Xello

Stakeholder Involvement
- Create an ACP Advisory Board

Xello
- Begin process of migrating to Xello Work-Based Learning
- Update Course Planner in Xello (RFHS)

THANK YOU!

School District of River Falls
Academic Career Plan 2026-27
Quick Reference
RFSD ACP Plan 2026-27 (click link)

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ACP Team Members	Slide(s) 9	Updated team member list
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Future Goals for Implementation	Slide(s) 77	Shared ACP program goals for 2026-27

Screen Time Overview

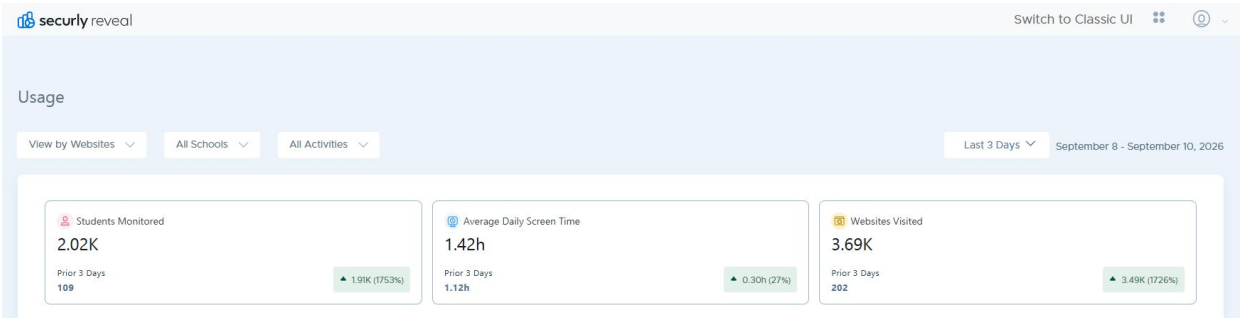
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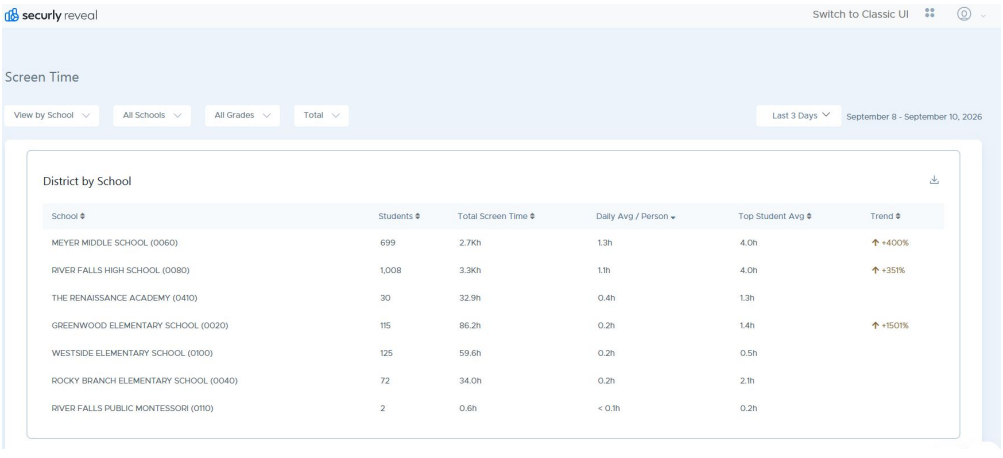
SECURLY for Chromebooks

- Screen Time Visibility
- Track devices grades 4-12 during instructional hours and measure total screen time. Understand usage patterns and how time on device trends across weeks, months, and the full school year.

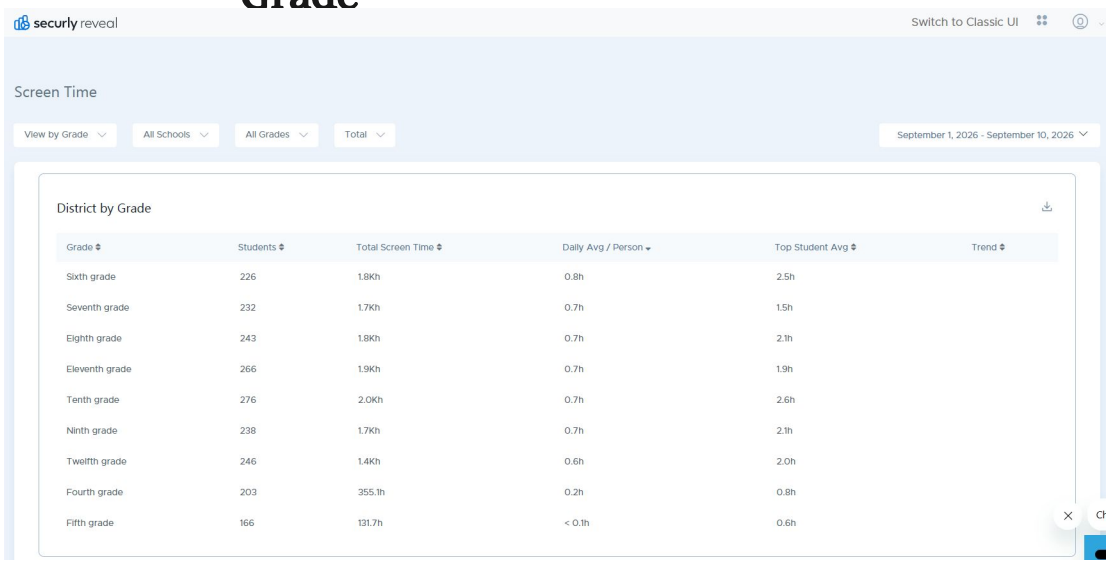
Securly Screen Time Monitoring



Securly Screen Time Monitoring - By School

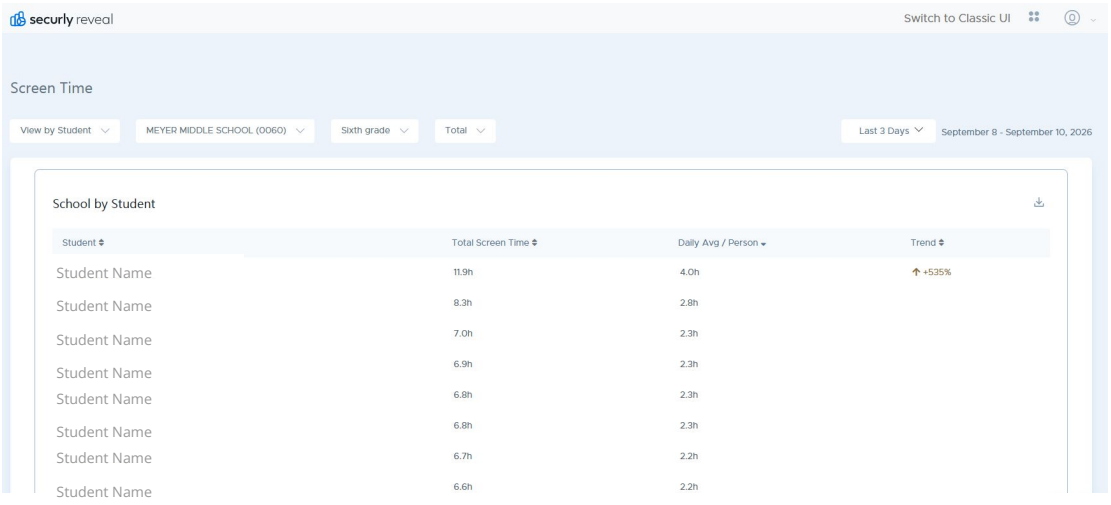


Securly Screen Time Monitoring - By Grade



Grade	Students	Total Screen Time	Daily Avg / Person	Top Student Avg	Trend
Sixth grade	226	1.8Kh	0.8h	2.5h	
Seventh grade	232	1.7Kh	0.7h	1.5h	
Eighth grade	243	1.8Kh	0.7h	2.1h	
Eleventh grade	266	1.9Kh	0.7h	1.9h	
Tenth grade	276	2.0Kh	0.7h	2.6h	
Ninth grade	238	1.7Kh	0.7h	2.1h	
Twelfth grade	246	1.4Kh	0.6h	2.0h	
Fourth grade	203	355.1h	0.2h	0.8h	
Fifth grade	166	131.7h	< 0.1h	0.6h	

Securly Screen Time Monitoring - By Student



Student	Total Screen Time	Daily Avg / Person	Trend
Student Name	11.9h	4.0h	+535%
Student Name	8.3h	2.8h	
Student Name	7.0h	2.3h	
Student Name	6.9h	2.3h	
Student Name	6.8h	2.3h	
Student Name	6.8h	2.3h	
Student Name	6.7h	2.2h	
Student Name	6.6h	2.2h	

Screen Time Reporting

Data to Share

- Average Number of Students Monitored
- Range of Daily Average Per Person Screen Time
- Daily Average Mode
- Highest Student Daily Average
- Number of Websites Visited

Data to Share

- Avg. Daily Use on Top Website
- Month to Month
- Highest Day of the Week
- Other Suggestions

Date Range	Average Number of Students Monitored	Daily Average Per Person Screen Time	Daily Average Mode Number that occurs most often	Highest Student Daily Average	Number of Websites Visited	Top Three Websites Used	Avg. Daily Use on Top Website
Sept. 1 - Sept. 10	2002	6 minutes to 42 minutes	1 hour	2 hours and 42 minutes	3,690	Google Docs Google Classroom Google	6-18 minutes
September							
October							
November							
December							
January							
February							
March							
April							
May							
June 1 - June 7							

Future Screen Time Reporting

- September 14, 2026
- February 1, 2027
- June 7, 2027

Artificial Intelligence Best Practices

This document is intended to provide River Falls School District staff an overview of Artificial Intelligence Best Practices in Teaching and Learning. To ensure the thoughtful integration of AI within teaching and learning while centering student dignity, belonging and well-being to support successful learners.

RFSD AI Guide is broken into three sections, each of which is dedicated to specific AI usages.

- **All Staff Need to Know:** Information listed below is considered necessary for All RFSD staff.
- **Staff AI Users:** This section is intended for staff that plan to use AI to support their role, enhance instruction, or use with students.
- **Student AI Use:** This section is intended for staff that allow students to use AI in their classrooms. AI Instruction that is required prior to student AI use.

All Staff Need to Know: Information listed below is considered necessary for All RFSD staff.

Contents	Description
RFSD Policy	RFSD Artificial Intelligence Policy that includes definitions, selection of AI tools, vendor and vetting contracts, employee use of AI, student use of AI, academic accessibility, employee training, and non-academic uses of AI.
RFSD AI Guidelines	Charts describing what AI is and is not AND how to safely share information with AI and what not to share with AI.
Staff AI Acceptable Use	Chart describing categories of restricted, acceptable, and conditional use of AI.
AI Disclosure Continuum	A continuum to support the identification of documentation of AI in academic work.
RFSD AI Approved Tools	List of district approved AI tools.

Staff AI Users: This section is intended for staff that plan to use AI to support their role, enhance instruction, or use with students.

Timeline for Staff Professional Learning	List of resources used in staff AI Professional Development.

Virtual Options to Expand AI Understanding	List of educational professional organizations that have created online opportunities for educators to increase their understanding of AI.
AI Classroom Use Examples	Examples of AI use in the classroom on the same learning target.
Student AI Use: This section is intended for staff that allow students to use AI in their classrooms. AI Instruction that is required prior to student AI use.	
Student AI Instruction	List of resources used by staff each time AI is used in the classroom.
AI Use Transparency Statements	Draft Form - Transparency statements for students to use on assignments.
Can I Use AI?	Draft Form - Guidelines for the level of AI use allowed on an assignment.
Should I Use AI?	Flow chart to assist students in identifying when they should use AI on an assignment.

All Staff Need to Review

- ☐ RFSD AI Policy
- ☐ RFSD AI Guidelines
- ☐ Staff AI Acceptable Use
- ☐ RFSD Approved AI Tools

Effective January 2027

7540.08 - **ARTIFICIAL INTELLIGENCE (AI)**

The School Board acknowledges the impact of Artificial Intelligence (AI) and its potential to expand the scope of learning and support efficient operations. However, the School Board expects the responsible use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and that all AI-driven decisions require human review. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity. The Superintendent, IT Supervisor, and Director of Academic Services are responsible for overseeing and ensuring compliance with this policy.

Definitions

For purposes of this policy, the following definitions apply:

Artificial Intelligence (AI)

Systems or tools capable of performing tasks that typically require human intelligence including, but not limited to, decision-making, problem-solving, and language understanding. AI is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning, etc.). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data made available to the AI tool.

Generative AI

A subset of AI that uses large language models (LLMs) and other advanced algorithms to create content, such as text, images, audio, or video, in response to user input.

Generative AI works by analyzing large datasets to learn patterns and features, which it then uses to generate new, original content. It uses complex algorithms, often based on neural networks, to make predictions based on the input data it has processed; thereby enabling it to create a wide range of outputs, from text and images to music and code, that mimic the style or characteristics of the data on which it was trained.

At its core, generative AI predicts the flow of language. Trained on massive amounts of text taken from publicly available internet sources to recognize the relationships that most commonly exist between individual units of meaning (including full or partial words, phrases, and sentences), LLMs can, with great frequency, generate replies to users' prompts that are contextually appropriate, linguistically facile, and factually correct. However, generative AI is not uniformly accurate and, just like any technology, is susceptible to errors, omissions, and bias. Therefore, generative AI requires human review.

Large Language Model (LLM)

A sophisticated AI system trained on extensive text data to process and produce language; recognize patterns, grammar, and nuances. It can perform tasks like text generation, question answering, and language translation.

Algorithm

A set of rules or instructions guiding AI operations and decision-making.

Personally Identifiable Data/Personal Data

Any information that can directly or indirectly identify an individual including, but not limited to, names, addresses, student records, and health information.

Proprietary Information/Data

A broad category of non-public, sensitive, or confidential data belonging to the District, its staff, or its operations. This information is considered the District's. This information is generally protected from unauthorized disclosure or use.

Open AI ("Open-Source AI")

AI models where the developers openly share the model's architecture, underlying code, and often the "weights" (the learned parameters of the model), and sometimes the training data. Open AI models accessed publicly present a high risk of data release, as data input is often used for AI tool training and can be publicly available. Open AI models may require the District to implement and manage its own wrapper or filtering layer. As a result, it is not recommended that Open AI tools/applications are used in Districts due to the high potential of violating Federal and State laws. Open-Source AI also produces less reliable content, because it is accessing a pool of data that is not universally verified as accurate.

Closed AI ("Closed-Source/Proprietary AI")

AI models where the developers obscure or protect the model's architecture, underlying code, training data, and weights. Users interact with the model via a restricted service. Closed AI may offer better, contractually-guaranteed data security (e.g., "enterprise" versions), but its "black box" nature still requires a formal audit and contract. Closed AI developers typically manage these filters internally. Closed-Source or Proprietary AI produces more reliable results because it is accessing data sources that are controlled and can be verified as accurate.

Any use of artificial intelligence technology in the District’s educational program or operations must be in accordance with State and Federal law.

General Principles

A. **Transparency**

Users of AI tools must disclose when and how these tools have been employed in the

creation of academic or professional work.

B. **Ethical Use**

District employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Act (IDEA), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

C. **Content Responsibility**

District employees who use AI technologies are responsible for the content created by that AI tool.

Evaluation and Approval

Before adopting any AI tool or system, the District will require a data privacy agreement. — The data privacy agreement will ensure all AI tools or systems include clear legal, ethical, and technical safeguards aligned with FERPA, IDEA, COPPA, PPRA, Wisconsin statutes, and District policies. AI systems must be reviewed to ensure they are nondiscriminatory, fully accessible, and do not compromise the rights or individualized support of students, particularly those protected under federal and state civil rights laws.

AI Tool Selection

The District only approves the use of Closed AI tools , that have been carefully reviewed, evaluated and approved by the Director of Academic Services for students and staff use.

Transparency

The District will maintain anAI Tool Inventory that lists every District approved AI tool.

Vendor Vetting & Contracts

All AI tools used by the District must undergo a formal risk assessment by the IT Department to review their Terms of Service and data handling practices to ensure compliance with all Federal and State privacy laws.The District prohibits the input by any user of any student information, staff information, or confidential District data into any AI tool that does not have a formal, vetted contract guaranteeing data privacy and non-use for training. **Employee Use of AI**

Employees may integrate AI tools into their instruction at their discretion and should clearly define the parameters for AI usage in the classroom by students using District-approved AI applications/tools.

When using Generative AI to create instructional materials, assessments, or feedback, employees will maintain transparency by disclosing the role of AI in these processes. Employees must review and verify the accuracy and appropriateness of any AI-generated content.

Employees may use Generative AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and School Board policies. The use of AI tools for such purposes should be disclosed when disseminating AI output. Disclosure requirements will be developed by the Academic Services and Human Resources Departments and communicated to employees annually.

Employees will not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models, and if such information will be entered into an AI system, employees will seek the approval of their supervisor or Principal before doing so.

Student Use of AI

Students will receive age-appropriate instruction about responsible AI use, digital citizenship, privacy, and the risks/limitations of AI prior to using AI.

Students are expected to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teacher(s) when they have questions and/or need assistance.

Students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Unauthorized use of AI tools will be considered a form of plagiarism, cheating, unauthorized collaboration, or misrepresentation of AI-generated content as original work and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook

Academic Accessibility

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan (IEP).

Employee Training

Employees will receive training periodically to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the District.

Non-Academic Use of AI

Students and staff are prohibited in the use of AI from generating false or knowingly misleading representations of other students, staff, volunteers, or School Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves.

Enforcement

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Superintendent will refer any illegal acts to law enforcement.

Questions or Concerns

Staff, parents, or members of the public who have questions or concerns regarding this policy or the use of AI in the District should contact the Superintendent.

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Artificial Intelligence Best Practices (AI) in Teaching & Learning

Generative AI tools are computer programs that use advanced technology to mimic human intelligence, such as understanding and processing language, recognizing images, and making decisions. AI tools come in many forms and types. Reviews of the tool have shown it can provide valuable and accurate answers to various prompts. It can write essays and stories, generate test questions, solve math problems, brainstorm ideas, and write code.

What is AI?	What AI is not?
AI is a tool that can enhance one's practice and assist with instructional needs.	AI is not a curriculum.
AI is a tool that can support students in achieving grade level curricular outcomes.	AI is not a replacement for human interaction or explicit instruction.
AI is a Large Language Model (LLM), which generates text based on patterns and probability.	AI is not fact-checked, emotionally intelligent, and is not without bias.
AI is a tool to generate/brainstorm ideas.	AI is not meant to complete writing tasks, but rather it offers suggestions.
AI is a tool used to autocorrect spelling, compose emails, and correct grammar.	

Did you know that AI models can use your submissions to train future AI systems? This means sharing personal information about a student could lead to future disclosures of that student's private details. (read more here)

Ensuring student data privacy and legal compliance is *crucial* when using AI in education. Addressing these concerns in advance can foster a safe environment for your students and AI integration.

How to Safely Share Information with AI	What Not To Share with AI
• **Use RFSD approved AI tools.** These have been vetted to ensure they comply with federal and state law. • Ensure your **inputs are quality and detailed.** The more context you can give as the expert, the better the outcome(s) will be. • Review outputs carefully for mistakes **using your expertise.** • **Generalize Information:** Describe behaviors, educational challenges, and needs in a broad, non-identifiable way. • **Use Hypothetical Scenarios:** Create scenarios that reflect the student's needs without revealing specific details.	• AI tools that are not RFSD vetted and approved. • **Personal Information:** Names (first or last), addresses, phone numbers, emails, Social Security numbers, student IDs, birth dates. • **Educational Records:** Grades, transcripts, class schedules, disciplinary records, disabilities, IEPs, etc. • **Health Information:** Medical records, health conditions, allergies, medications, therapy records. • **Financial Information:** Family income, financial aid details, bank accounts. • **Behavioral Records:** Disciplinary actions, behavior reports, counseling records. • **Photos or Videos:** Images or recordings of students without explicit consent. • **Communication Logs:** Personal messages, emails, and communications with parents or guardians.

Staff AI Acceptable Use

All AI-assisted development and practices should follow the Human-AI-Human framework. All AI interaction begins with human created prompts. AI provides suggestions or drafts as a support tool. Educators critically review, revise, and ensure content is free of bias using professional expertise and judgement.

Disclosure Statement: This document was developed with the assistance of [Generative AI tool] in [year]. The document was reviewed, revised, and finalized to ensure accuracy by a staff member.

The goal of disclosure/transparency statements isn't to give credit to the tool itself, but to practice and model metacognition: being aware of where ideas come from, how we build on them, and how we remain transparent about our process. Clear labeling helps to maintain trust and prevent misuse.

Strictly Prohibited Use

- Anything with staff/ student names (first or last), addresses, phone numbers, etc.
- Generating public communications regarding personal, safety crises, emergencies, or legal matters.
- Generating Tier 3 instructional materials.

Categories	Acceptable Use of AI	Conditions for Use
Administrative Tasks	Grant writing draft, analysis of survey results, initial research, image creation, newsletter blurb, stakeholder updates.	Personal Identifiable Information Removed (Emails and students names (first or last))
Communication	Summarize multiple emails, create meeting summaries, brainstorm email drafts, language translation, structuring meeting agendas, formatting slide outlines, ensure email tone, check spelling, tone, and professional phrasing before sending.	Human verification and cross referencing district expectations.
Lesson Planning & Curriculum Design	Deconstructing standards, idea generator,	Human verification and cross referencing age appropriateness, controversial topic , and district expectations.
Instructional Materials & Content	Breakdown complex concepts into scaffolded instruction, define vocabulary, create graphic organizers.	

Engagement & Games	Generate real-world connections, create images, videos, simulations	
Student Support & Differentiation Tier 1	Generate alternative assignments, rewrite reading passages at the appropriate level, activity refinement	Generate Tier 2 materials without human verification and cross referencing WIMLSS Handbook .
Assessment, Data, & Grading	Generate study guides, create formative and summative assessments, various formats, and draft rubrics, summarize qualitative data	Copy-pasting a student's name (first or last) and specific assessment results directly into an AI tool.

CC BY NC

AI Disclosure Continuum

This continuum is intended to help educators accurately reflect on and document the role of AI in academic work. Before using AI tools, you should identify the appropriate level on the AI Disclosure Continuum below and provide clear documentation of your process.

- **Explainability** is the ability of a teacher to clearly articulate what role AI played in the process. This includes explaining what was generated by AI, what was revised or retained, and why those decisions were made. Explainability demonstrates understanding and ownership of the final product.
- **Fidelity** refers to how well the use of AI aligns with the district's instructional goals, learning standards, and core educational values. High fidelity means AI is being used to support—rather than substitute—intentional creation of authentic student learning.
- **Transparency** is the practice of clearly and honestly disclosing how AI tools were used in the creation or refinement of academic work.

Level of Use	Examples	Transparency/Disclosure Statement
Minimal Use AI Used as a Replacement for Another Tool (e.g. Spellcheck) 	AI is used as a brainstorming or editorial tool. The Generative AI output does not substantially shape the structure, content, or pedagogical intent, however, a staff member still needs to review the output. Examples: short list of activities, refining phrasing in a prewritten paragraph, or suggesting variations on existing prompts.	None Needed
Moderate Use AI Co Creation Human & AI collaborate from the start. 	A human draft is enhanced and supported by an AI tool. A human leverages AI through prompting to develop an idea/draft or document.	This document was developed with the assistance of [Generative AI tool] in [year]. The document was reviewed, revised, and finalized to ensure accuracy by a staff member.
Comprehensive Use AI-Driven  AI drafts; Human polishes.	AI is responsible for the original content. The final language and content were not altered from the original AI output.	This document was developed with the assistance of [Generative AI tool] in [year]. The document was reviewed to ensure accuracy by a staff member. Link and share entire prompt chat or thread. (Teacher Documentation Only)

RFSD Approved AI Tools

All of these resources are approved through the Data Privacy Agreement (DPA). DPA ensures compliance, and safeguarding the personal data of users.

AI Tool	Description	Approved For
Gemini **DPA** ✅	Google's AI Assistant that can generalize and seamlessly understand, operate across, and combine different types of information, including text, code, audio, image, and video. It seamlessly integrates with the entire Google Suite.	Staff HS Students
Chat GPT for Teacher **DPA** ✅	A specialized, secure version of OpenAI's AI chatbot for K-12 educators, offering tools to save time and personalize learning through features like lesson plan generation, material creation, and parent communication drafting, all while ensuring student data privacy with education-grade security and compliance	Staff *free until 2027
Notebook LM **DPA** ✅	A research and note-taking tool that analyzes your uploaded documents (PDFs, notes, videos, web pages) to help you summarize, find answers, create study guides, generate quizzes, outlines, and even podcasts or video overviews from your specific sources, rather than general web knowledge.	Staff HS Students *this service is turned on by request
Magic School **DPA** ✅	An AI-powered platform designed for educators to streamline tasks, offering 80+ tools for lesson planning, assessment generation, and personalized learning. It supports teachers with features like Raina, an AI coach, and provides safe, student-facing tools to enhance AI literacy.	Staff
Spark Space **DPA** ✅	A learning tool that gives students instant, rubric-aligned feedback on their writing. Spark Space is designed specifically to help students with their writing by offering personalized support with the use of guided AI (never writing the work for the student).	Staff Students
Khanmigo **DPA** ✅	An AI-powered teaching assistant developed by Khan Academy, designed to act as a collaborator that understands the classroom environment. This tool can help you plan, create, differentiate, and support.	Staff
Wayground (Quizzizz) **DPA** ✅	Wayground takes your existing materials—PDFs, YouTube videos, or even photos of old paper worksheets—and instantly converts them into gamified, interactive lessons and quizzes. AI powered	Staff

	results and insight reports are generated to help lessen the workload.	
Brisk **DPA** ✅	AI-powered Chrome extension designed to fit directly into the tools you already use—like Google Docs, Slides, YouTube, and web articles. Brisk lives as a small "B" icon in the corner of your screen. Key features: Feedback, differentiation, inspect writing, and more.	Staff
Canva **DPA** ✅	A visual communication and design platform, that instantly generates lesson plans and slide decks, differentiate materials, and reading-level adjustments, and foster student collaboration through interactive whiteboards and seamless LMS integration.	Staff Students
Class Companion **DPA** ✅	A grading and feedback platform focused on the student-to-submission loop: It acts as a tireless virtual coach that sits alongside students as they write, providing instant, rubric-aligned feedback that encourages them to revise and improve their work *before* it ever reaches your desk.	Staff Students
Snorkl **DPA** ✅	A formative assessment tool designed to capture the actual thinking process a student goes through to solve a problem. It provides a digital whiteboard where students record themselves talking through their logic while drawing or typing. The AI then "listens" to their verbal explanation and "sees" their work, providing instant, personalized feedback.	Staff Students
HMH AI Tools **DPA** ✅	A suite of curriculum-connected, generative artificial intelligence features built into the HMH Ed platform to help K–12 educators streamline lesson planning, differentiate instruction, and support diverse learners	Staff
Quillbot AI **DPA** ✅	An AI-powered writing assistant and paraphrasing platform designed to help students, writers, and professionals rephrase, edit, and improve their text	Staff Students

These resources are NOT approved. We have requested a Data Privacy Agreement (DPA) and the company will not sign. DPA ensures compliance, and safeguarding the personal data of users.

Chalkie **DPA** ❌	A tool that creates cohesive slide decks and worksheets that are instantly aligned to your specific state or national curriculum standards. Chalkie can turn a simple topic into a comprehensive visual and interactive experience without spending hours searching for images and facts.	Staff
Enlighten AI Feedback **DPA** ❌	An adaptive grading and feedback assistant designed to replicate a teacher's unique "voice" and grading style. You grade just five examples to "train" the AI on your specific expectations, and it then applies those standards to the rest of the class.	Staff

Staff AI User Need to Review

- ☐ Timeline for Staff Professional Learning
- ☐ Virtual Options to Expand AI Understanding
- ☐ AI Classroom Use Examples

Educators AI Professional Learning

Educators AI Professional Learning

Timeline for 26-27 Educator Professional Learning

Professional Learning	Goal	Resources	Timeline
Human-AI-Human Framework	Understand the importance of Human-AI-Human workflow.		Elem - MS - 9/16 HS - 10/5
Environmental Impact	Understand the hidden cost to resources when AI is used.		Elem - MS - 9/16 HS - 10/5
Bias Detection and Mitigation	Identify and address potential algorithmic bias generated in AI outputs.		Elem - MS - 9/16 HS - 10/5
Privacy Protection	Maintain confidentiality while using AI tools, including detailed guidance on anonymization and PII.	Review AI Best Practices in RFSD Artificial Intelligence Guide	Elem - MS - 9/16 HS - 10/5
Quality Review Processes	Create a systematic approach to evaluating and improving AI-generated content, including checklists or rubrics for review.		Elem - MS - HS -
AI Disclosure Continuum	A continuum to support the identification of documentation of AI in academic work.	Review AI Disclosure Continuum in RFSD Artificial Intelligence Guide	Elem - MS - 9/16 HS - 10/5
Effective Prompt Design	Creating specific, relevant prompts that yield useful outputs, including practical exercises and examples of strong vs. weak prompts.		Elem - MS - HS -

Resources to Expand AI Understanding

Below is a list of educational professional organizations that have created online opportunities for educators to increase their understanding of AI. Included in the overall information is an estimated completion time and cost to the participant.

Staff Training Materials			
Bureau of Education	Recorded PD options: Special Education English Language Learners	5-6 hours	$295 each
ISTE	AI Deep Dive	15 hours	$249
Common Sense Media	AI Basics self paced course with short videos, quick readings, and interactive quizzes. AI AdvancedBuilds on the AI Basics course. Six modules with short videos, quick readings, guided hands on exploration, and a digital course workbook.	1 hour 3-5 hours	Free
Generative AI for Educators with Gemini	How to use Gemini to assist your teaching practice by saving time on everyday tasks, personalizing instruction to meet student needs, and enhancing lessons and activities in creative ways.	2 hours	Free
Center for Humane Technology	The AI Dilemma - TED talk	1 hour	Free
Eric Curts	Guide to Creating Gems Control Alt Achieve Edu Gems	Varies	Free
Google Sponsored AI Help Guides & Classroom Content			
Google Workspace Studio AI Guides	Quick Start Guide Cheat Sheet Troubleshooting	30 minutes	Free
AI Lessons and Curriculum for Students	Teaching Responsible Use of AI - a lesson plan designed to help teachers ensure their students become informed and responsible users of AI, like Gemini, both in and out of the classroom. Google AI Literacy Guide - grade 2-8 lesson plans	Varies	Free

	on foundational AI concepts) Super Searchers - lesson plan geared towards teens to help them spot and evaluate AI content online) Experience AI Curriculum - for ages 11-14, created by Google DeepMind & Raspberry Pi Foundation		

AI Use Examples

Description Needed

AI Use Levels	ELA 9 Example
 **RED LIGHT:** **High Risk/No Go** Strictly Prohibited Use The assignment/assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that students rely solely on their own knowledge, understanding, and skills.	I can cite textual evidence that strongly supports my inferences and analysis of the text. **Concept:** The Traditional Analysis *In this level, students rely entirely on their own cognitive skills to locate and explain evidence.* ***The Assignment:*** *Students complete a "Double-Entry Journal" (T-Chart). On the left side, they copy a direct quote from the text. On the right side, they write their inference or analysis explaining what that quote reveals about a character's motivation.* ***Student Role:*** *Read text, highlight quotes, hand-write or type analysis.* ***AI Role:*** *None.*
 **ORANGE LIGHT:** **Caution/Seek Approval** Requires review & Explicit Approval No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	I can cite textual evidence that strongly supports my inferences and analysis of the text. **Concept:** The AI Brainstorming Partner *Students do the heavy lifting of analysis, but use AI to help unblock their thinking or organize their ideas.* **The Assignment:** Students are tasked with analyzing a complex theme (e.g., "Betrayal"). They use an AI tool (like ChatGPT or Gemini) to generate a list of potential moments in the book where betrayal occurs. • *Prompt Example:* "I am studying [Book Title]. What are three scenes where a character feels betrayed?" **Student Role:** The student must take the AI's general suggestions, locate the exact specific text/page numbers themselves, and write the analysis explaining *why* those quotes support the theme. **AI Role:** Scaffolding the search process; acting as a "memory jogger."
 **YELLOW LIGHT:** **Proceed with Care** Thorough Human Review & Verification Required No new content can be created using AI. AI can be used to make improvements to the clarity or quality of students' created work to improve the final output.	I can cite textual evidence that strongly supports my inferences and analysis of the text. **Concept:** The Evidence "Stress Test" *AI is used to critique and elevate the quality of the student's work, providing feedback that a teacher might not have time to give instantly to every student.* ***The Assignment:*** *Students write a paragraph analyzing a character. Before submitting, they paste their paragraph into an AI tool with instructions to act as a "Skeptic."* • *Prompt Example: "I am a 7th grader. Read my analysis below. Tell me if my textual evidence is strong enough to prove my point. If it is weak, tell me why, but don't write the new paragraph for me."* ***Student Role:*** *Students write the initial draft, critically evaluate the AI's feedback, find better or additional textual evidence based on the critique, and revise.* ***AI Role:*** *Immediate feedback loop; acting as a critical peer reviewer to test the strength of the evidence.*



GREEN LIGHT:
Encouraged Use
Ethical & Responsible Practices Followed

AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.

Concept: The "Persona Trainer" *Students use AI to create a project that would be impossible without the technology: bringing a character to life using only textual data.*
The Assignment*: Students must "train" a custom AI chatbot (or use a structured prompt) to become a specific character from the text. To make the bot accurate, they must feed it specific textual evidence (dialogue, inner monologues, mannerisms) from the book.*
The Task: *"Create a Prompt that forces the AI to speak exactly like [Character Name]. You must cite at least 5 pieces of textual evidence in your instructions to the AI to define its personality."*
The Output: *The class interviews the student's "Bot." If the Bot answers a question in a way that contradicts the book, the student must analyze why (i.e., "I didn't provide enough evidence about the character's temper").*
Student Role: "*Prompt Engineer" and Analyst. They must understand the text deeply enough to synthesize it into instructions.*
AI Role: *The engine that simulates the character, providing a real-time "test" of how well the student understood and cited the text.*



BLUE LIGHT:
Innovate
Explore & Share Findings

You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.

I can cite textual evidence that strongly supports my inferences and analysis of the text.

This approach shifts the assignment from a static task to a dynamic workflow. In this "Co-Pilot" model, the student remains the Pilot (setting the destination and making final decisions), while the AI acts as the navigator, mechanic, and sparring partner.

Here is how a 7th grader can use AI as a Co-Pilot across the entire lifecycle of an assignment on citing textual evidence, including specific prompt strategies and the required human oversight.

Phase 1: Comprehension & The Evidence Hunt

The Goal: Understand the text deeply and locate the strongest moments.
AI Co-Pilot Move: The "Passage Simplifier"
Student Action: If a student struggles with a dense paragraph (e.g., archaic language in a classic novel), they paste it into the AI.
Prompt: "I'm having trouble understanding this paragraph. Can you rewrite it in modern, simple language so I can understand the context? Then, list the three strongest emotions the character is feeling here."
Human Oversight: The student must re-read the original text after reading the simplified version to ensure they can now identify the actual words the author used.
AI Co-Pilot Move: The "Theme Tracker"
Student Action: The student has an inference (e.g., "The protagonist is motivated by fear") but can't find the page number.
Prompt: "I am writing about [Book Title]. I think the main character is motivated by fear. Can you remind me of 3 distinct scenes where they show fear? Don't give me the quotes, just describe the scenes so I can find them in my book."
Human Oversight: The student must physically open the book, locate the specific lines, and verify that the scene actually supports their point.

Phase 2: Deepening the Analysis

The Goal: Move beyond obvious observations to deep inferences.
AI Co-Pilot Move: The "Socratic Mirror"
Student Action: The student has a quote but doesn't know what to say about it.
Prompt: "Here is a quote I chose: [Insert Quote]. I want to argue that this shows the character is selfish. Ask me three questions that will help me explain WHY this quote proves they are selfish."

Human Oversight: The student answers the questions themselves. The AI generates the questions, but the student generates the insight.

AI Co-Pilot Move: The "Devils' Advocate"
Student Action: The student drafts their inference.
Prompt: "I believe this quote shows the character is brave. Here is my reasoning: [Insert reasoning]. Act as a skeptic. Tell me one reason why someone might disagree with me, so I can make my argument stronger."
Human Oversight: The student decides if the counter-argument is valid and edits their work to address it.

	Phase 3: Drafting & Integration **The Goal:** Weaving evidence smoothly into writing. **AI Co-Pilot Move:** The "Smooth Blender" **Student Action:** The student has the quote and the analysis but the sentence feels clunky. **Prompt:** "I am stuck on how to blend this quote into my sentence. Here is my sentence: [Sentence]. Here is the quote: [Quote]. Give me 3 different options for how to combine them smoothly." **Human Oversight: The student picks the option that sounds most like their own voice and checks that the grammar is correct.** **AI Co-Pilot Move:** The "Citation Mechanic" **Student Action:** Formatting checks. **Prompt:** "Here is the author's name and page number. Show me how to format this correctly in MLA style." **Human Oversight: The student checks the output against their teacher's style guide.** **Student Responsibility**: The "Human in the Loop" Checklist To ensure the student remains the "Pilot," they should attach a brief reflection or checklist to their assignment (or check it mentally) confirming oversight: **Hallucination Check:** "I verified that every quote the AI helped me find actually exists in the book and is accurate word-for-word." **Voice Check:** "I read the final analysis out loud. Does it sound like me, or does it sound like a robot? I changed words that I wouldn't normally use." **Logic Check:** "The AI gave me suggestions, but I made the final decision on which evidence was the strongest." Example Scenario in Action **The Task:** Analyze The Giver by Lois Lowry. **Student Inference**: Jonas feels isolated. **Co-Pilot Prompt:** "I think Jonas feels isolated. Remind me of the scene where he stops taking the pills. What happens there?" **AI Response:** Describes the scene where Jonas stops taking the Stirrings pills and starts feeling emotions others don't. **Student Action:** Goes to the book, finds the quote: "He felt a tiny flutter of excitement..." **Co-Pilot Prompt:** "I have this quote. Ask me questions to help me connect it to isolation." **AI Response**: "If he feels excitement and others don't, how does that create a wall between them?" **Student Analysis** (Written by Student): "The quote shows Jonas feeling a 'flutter of excitement' that his peers cannot feel. This emotion creates a secret wall between him and his community, proving his isolation."

Staff Allowing Students Need to Review

- ☐ Student AI Instruction
- ☐ AI Use Transparency Statements
- ☐ Should I Use AI?
- ☐ Can I Use AI?

Artificial Intelligence Best Practices (AI) in Teaching & Learning

Student AI Instruction

Professional Learning	Goal	Instructional Resources
Human-AI-Human Framework	Understand the importance of Human-AI-Human workflow..	
Environmental Impact	Understand the hidden cost to resources when AI is used.	
Bias Detection and Mitigation	Identify and address potential algorithmic bias generated in AI outputs.	
Privacy Protection	Maintain confidentiality while using AI tools, including detailed guidance on anonymization and PII.	
Quality Review Processes	Create a systematic approach to evaluating and improving AI-generated content, including checklists or rubrics for review.	
AI Disclosure Continuum	A continuum to support the identification of documentation of AI in academic work.	
Effective Prompt Design	Creating specific, relevant prompts that yield useful outputs, including practical exercises and examples of strong vs. weak prompts.	

AI Use Transparency Statement

To complete this assignment, I used Generative AI tools in the following ways: (Check all that apply and list the names of Generative AI tools used)

- ☐ **Idea Generation:** I used _____to brainstorm and generate ideas for the assignment on (Add Date).
- ☐ **Outline Creation:** I used _____ to help create an outline or structure for my assignment on (Add Date).
- ☐ **Content Drafting:** I used _____to draft portions of the content for my assignment on (Add Date).
- ☐ **Language Enhancement:** I used _____to improve the language, tone, or clarity of my writing on (Add Date).
- ☐ **Proofreading:** I used _____to check for grammatical errors, spelling, and punctuation on (Add Date).
- ☐ **Citation Assistance:** I used _____to help format and generate citations on (Add Date).
- ☐ **Content Summarization:** I used _____to summarize sources or my own writing on (Add Date).
- ☐ **Research Support:** I used _____to identify relevant sources or gather information on the topic on (Add Date).
- ☐ **Rephrasing:** I used _____to rephrase sentences or paragraphs for better clarity or to avoid redundancy on (Add Date).
- ☐ **Translation:** I used _____to translate content from another language into English or vice versa on (Add Date).
- ☐ **Data Analysis:** I used _____to help with data analysis or interpretation on (Add Date). (NOTE: This must be pre-approved)
- ☐ **Visual Aid Creation:** I used _____to create visual aids like diagrams, charts, or images on (Add Date).
- ☐ **Speech/Presentation Help:** I used _____to help write or structure a speech or presentation on (Add Date).

In using Generative AI tools to complete this assignment, I understand I am solely responsible for ensuring the accuracy, quality, and integrity of the content of my assignment. I accept full responsibility for the content of this assignment, and I have verified that the content is free from plagiarism and inaccuracies. I understand that, if my assignment is found to contain plagiarism, it will be forwarded to administration as a suspected violation, and I will receive an immediate zero on that assignment regardless of any action taken by administration.

AI Transparency Statement © 2024 by Kimberly D. Acquaviva is licensed under Creative Commons Attribution 4.0 International. This license requires that reusers give credit to the creator. It allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, even for commercial purposes. To view a copy of this license, visit https://creativecommons.org/licenses/list.en

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc) This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Gemini,etc, Image creators such as Nanobana, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Gemini, Canva, etc.)

High Risk/No Go	Caution/Seek Approval	Proceed with Care/ Review & Verify	Encouraged Use/ Best Practices	Innovate/Explore & Share
 **RED LIGHT:** **High Risk/No Go** Strictly Prohibited Use	 **ORANGE LIGHT:** **Caution/Seek Approval** Requires review & Explicit Approval	 **YELLOW LIGHT:** **Proceed with Care** Thorough Human Review & Verification Required	 **GREEN LIGHT:** **Encouraged Use** Ethical & Responsible Practices Followed	 **BLUE LIGHT:** **Innovate** Explore & Share Findings
This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of students created work to improve the final output.	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and

skills.			providing human oversight and evaluation of all AI generated content.	evaluation of all AI generated content.
No AI disclosure required May require an academic honesty pledge that AI was not used.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.
OTHER OPTIONAL GUIDELINES - DO WE MERGE				
AI use is strictly prohibited. This applies to situations where AI could cause significant harm, compromise data security, or violate privacy regulations.	AI use is possible but requires review and explicit approval from a designated authority (e.g., department AI head, IT security). Potential risks are identified and mitigation strategies must be in place.	AI tools can be used, but all outputs must be thoroughly reviewed, verified, and edited by a human. Do not rely solely on AI-generated content. Transparency is key.	AI tools are encouraged for tasks where they enhance efficiency, creativity, and productivity, provided established best practices are followed. Focus on ethical data handling and responsible use.	This level encourages experimental and innovative use of AI, including exploring new tools and applications. Share findings and contribute to the collective knowledge of effective and ethical AI integration.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh Link to Original Work

Printable PDF Version

SCHOOL DISTRICT OF River Falls

Should I use AI? A Students Guide to Success

I want to use it to help me get started on an assignment.

I want to use it to help me improve on what I have already done.

I want to use it to help me explain an idea in simpler terms or in a different way.

I want to use it to help me with my research (Finding facts, quotes, or resources).

I want to use it to fully complete an assignment for me.

Yes

- First I will ask my teacher and check the handbook to make sure I am allowed to.
- I will only use an appropriate, district-approved AI tool and track my work.
- I will double-check my work for hallucinations and bias.
- I will cite the use of the AI tool I used and describe how I used it when I turn in my assignment.

Yes, but

- I will only use a district approved AI tool to lower the chance of inaccuracies.
- After AI has provided me facts, I will verify with reliable sources (teachers, research, notes, etc.)

NO

- AI is not used to replace humans and learning. Try a new approach.

Important Vocabulary to Know

Hallucinations: Gen AI can provide incorrect or made-up information. It is important we always double-check its work.

Bias: Gen AI collects its information from data that can be found on the internet. Because of that, Gen AI may not be fair or balanced.

Citing AI: When citing AI, provide the name of the tool(s), how you have used it, and the date utilized.

Note. Adapted from A Guide for Students: Should I Use AI? (v. 3). by AI for Education, 2024. Your paragraph text.

SCHOOL DISTRICT OF
River Falls

Dear Families and Community Members:

The School District of River Falls community has a long tradition of supporting education. Our staff and students work hard to meet your expectations.

To continue this work, the District needs your feedback. This survey will help us create a vision for the future as we develop a new strategic plan. Your input will help us understand:

1. **What are we doing well?**
2. **Where can we improve?**
3. **Where should we focus our limited resources?**

To keep all feedback confidential, survey responses are collected by School Perceptions, an independent research firm.

TWO WAYS TO TAKE THIS SURVEY

Online: (Saves postage expense)

Go to: **www.SPFeedback.com**

Enter your code:

Paper: Return to any school office or mail it to School Perceptions, PO Box 607, Slinger, WI 53086.

The survey code can be used only once. To obtain additional surveys for other adults in your household, please call the District Office at 715-425-1800 ext. 1104.

Para realizar la encuesta en español, vaya a www.SPFeedback.com, ingrese el código de arriba, luego haga clic en el enlace que se encuentra en la esquina superior derecha.

Survey deadline: November 9

If you need additional support to complete this survey (including a different language), please contact the District Office. Survey results will be reported at a board meeting and available on our website.

Over the winter, the District will host community listening sessions and provide opportunities for community members, students, parents, and staff to serve on a committee that will develop strategic plan recommendations. If you are interested in being added to an email list to learn more about these opportunities, please contact Amanda Taylor (amanda.taylor@rfsd.k12.wi.us).

Thank you for taking the time to complete this survey!

Sincerely,

David Bell *Superintendent*	**Stacy Johnson Myers** *Board President*	**Alan Tuchtenhagen** *Board Vice President*	**Mike Miller** *Board Treasurer*
Lindsey Curtis *Board Clerk*	**David (Bo) Hirstein** *Board Member*	**Monica Lavold** *Board Member*	**Thong Moua** *Board Member*

Overall Satisfaction

How is the District doing in each of the following areas?

Delivering a high-quality education	❒ Poor	❒ Fair	❒ Good	❒ Great	❒ Not sure/ no opinion
Keeping the public informed about the District	❒ Poor	❒ Fair	❒ Good	❒ Great	❒ Not sure/ no opinion
Managing funds appropriately	❒ Poor	❒ Fair	❒ Good	❒ Great	❒ Not sure/ no opinion
Building pride in the community	❒ Poor	❒ Fair	❒ Good	❒ Great	❒ Not sure/ no opinion
Providing a safe environment	❒ Great	❒ Good	❒ Fair	❒ Poor	❒ Not sure/ no opinion

On a scale of 0 – 10, how likely would you be to recommend the District to a friend or family member?

❒ 0 ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10

Extremely Unlikely — Neutral — Extremely Likely

If you'd like to explain why you gave us these ratings, please use the space below:

District Communication

How would you like to receive information from us? (*Select all that apply*.)

- ❒ Website
- ❒ Board meetings
- ❒ *Star Observer*
- ❒ Newsletters (mailed)
- ❒ Emails
- ❒ *Pierce County Journal*
- ❒ Newsletters (online)
- ❒ Facebook/social media
- ❒ Other:

What topics are you interested in learning more about? (*Select all that apply.*)

- ❒ District goals and plans
- ❒ Extracurricular offerings (clubs, sports, etc.)
- ❒ Facility improvement plans
- ❒ How our district performs compared to others
- ❒ School and district events/programs
- ❒ School board policy updates/changes
- ❒ School finance/budgets
- ❒ School safety and security
- ❒ Staff/employee achievements/successes
- ❒ Student achievements/successes

How often do you want to hear from us?

❒ Weekly ❒ Monthly ❒ Quarterly ❒ Yearly ❒ Never

Please provide any suggestions for improving District communications:

DRAFT

District Feedback

Please indicate your level of agreement with each item below by circling your response. ***All items begin with, "The School District of River Falls..."***

Academic Opportunity and Development					
Has high expectations for student learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Prepares students for a wide variety of jobs and careers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Prepares students for education after high school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Responds effectively to students' unique academic needs.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Character Education and Life Readiness Skills					
Develops students' character traits (such as responsibility, gratitude, respect, and honesty).	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Embeds critical thinking, problem solving, and collaboration skills into academic instruction.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Supports the development of students' physical, social, and emotional wellness.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Safe and Welcoming School Environment					
Maintains a safe learning environment.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Has clear behavioral expectations that align to community values.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Provides opportunities for after-school and co-curricular activities.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

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District Feedback (continued)

Leadership and Staffing					
Is supported by an effective administration and school board.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Is headed in the right direction.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Attracts and retains high-quality teachers and staff.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Brings value and benefit to everyone in the community.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Communication					
Offers me opportunities to provide feedback.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Communicates with me effectively.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Has a website and social media accounts that help me learn more about what's going on in the District.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Facilities and Support Services					
Provides welcoming indoor areas that support learning and co-curriculars.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Provides outdoor spaces that support curricular and co-curricular learning opportunities.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Teams up with the city and youth groups to let the community use our school spaces.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Offers quality care for children before school, after school, and during the summer through our Kids Club Program.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Connects local residents with affordable classes, activities, and lifelong learning through Community Education Programming.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

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Instructional Planning

Our mission is to inspire all students through challenging, meaningful, and engaging learning experiences. To achieve this, we must ensure our resources (fiscal, staffing, facilities, and time) are directed toward the programs and initiatives that deliver the greatest impact.

This section will help the District understand how our community rates a variety of educational priorities. Your feedback will inform our upcoming strategic plan, staff decisions, and budget allocations.

Please choose up to four (4) items as your top priorities:

- ❒ **Extracurricular Programming** (offer athletics, performing arts, clubs, and enrichment programs)
- ❒ **Core Academic Subject Areas** (focus on English/language arts, math, science, and social studies)
- ❒ **Student Wellness/Mental Health:** (offer on-site counseling and social-emotional supports)
- ❒ **Early Learning & 4K** (prepare young children for academic and social success)
- ❒ **Dual-Credit Opportunities** (provide post-secondary learning opportunities while in high school)
- ❒ **Career & Work-Based Exploration** (help students find job shadow and work-study opportunities)
- ❒ **Exploring Education After High School** (help students pursue post-secondary options)
- ❒ **Literacy** (ensure young students build foundational reading and writing skills by third grade)
- ❒ **Character Instruction** (partner with parents to develop traits like empathy and integrity)
- ❒ **Local and Global Awareness** (connect classroom learning to regional and national current events)
- ❒ **Practical Knowledge** (instruction on responsibilities like home repairs and personal finance)

Support Services Planning

We need strong operations and support services for our students. Your feedback will directly shape our upcoming strategic plan, staff decisions, and budget allocations.

Please choose up to four (4) items as your top priorities:

- ❒ **Staff Recruitment and Retention** (offer competitive compensation and a positive school culture)
- ❒ **Staff Development** (provide meaningful professional learning that supports district goals)
- ❒ **Safety and Security** (upgrade security systems, emergency technology, and safety features)
- ❒ **Building Systems Maintenance** (maintain and repair systems like HVAC, plumbing, and roofs)
- ❒ **Aging Facilities** (update classrooms, common spaces, athletic fields, and playgrounds)
- ❒ **Open Enrollment Expansion** (offer unique programs and learning pathways that make River Falls the top choice for area families through Wisconsin's open enrollment process)
- ❒ **Maintain a balanced budget** (manage finances by making strategic adjustments, including cutting operational costs when necessary)
- ❒ **Staffing Levels** (explore an operational referendum to maintain current staffing levels)
- ❒ **Data Security** (protect student and family data and enhance district cybersecurity infrastructure)
- ❒ **Community Support** (develop local connections to help address broader challenges like poverty, healthcare, and childcare)

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Use of Technology in Our Schools

Technology is a powerful tool to enhance education, communication, and learning, and it is most effective when its use is purposefully monitored and anchored to specific educational goals. We are looking for feedback from the community regarding the use of and access to technology resources in our schools.

Middle & High School 1:1 Device Program

The District currently provides a personal learning device (e.g. Chromebook/laptop) to each middle and high school student for schoolwork. **How comfortable are you with the current 1:1 device model at the Middle and High Schools?**

- ❒ Very comfortable
- ❒ Somewhat comfortable
- ❒ Neutral
- ❒ Somewhat uncomfortable
- ❒ Very uncomfortable

What changes would you make to the current program?

Middle & High School Student Cell Phone Use (Cell phone use by elementary students is not allowed.)

What expectations should the District place on students' personal cell phone use during the school day?

Grades 6-8:

- ❒ Prohibit cell phones on school grounds during the school day.
- ❒ Allow cell phones at school, but require them to be stored in secure classroom or hallway lockers during the entire school day.
- ❒ Allow cell phone use during lunch and passing periods, but not during instructional time.
- ❒ Allow cell phone use in classrooms strictly at teacher discretion for learning.

Grades 9-12:

- ❒ Prohibit cell phones on school grounds during the school day.
- ❒ Allow cell phones at school, but require them to be stored in secure classroom or hallway lockers during the entire school day.
- ❒ Allow cell phone use during lunch and passing periods, but not during instructional time.
- ❒ Allow cell phone use in classrooms strictly at teacher discretion for learning.

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Use of Technology in Our Schools (continued)

District Technology Priorities

What should be the primary focus of technology integration in River Falls classrooms?
(Rank from most to least important by writing numbers next to the item. For example, write a "1" next to your top priority, a "2" next to your second priority, and so on.)

___ Promote interactive learning, STEM tools, and digital skill-building
___ Focus on career training, technical certifications, and real-world software skills
___ Establish individualized learning paths and personalized student support
___ Reduce reliance on screens by promoting physical textbooks, paper, and hands-on projects
___ Foster digital citizenship, internet safety, and responsible media use
___ Move beyond basic digital literacy to teach students how to ethically and effectively utilize Artifical Intelligence (AI) and other emerging technologies

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Respondent Information

What is your age? ❒ 18-24 ❒ 25-34 ❒ 35-44 ❒ 45-54 ❒ 55-64 ❒ 65+

Is your primary residence in the School District of River Falls? ❒ Yes ❒ No ❒ Not sure

How long have you lived in the District?
❒ Less than 5 years ❒ 5-9 years ❒ 10-14 years ❒ 15-19 years ❒ 20+ years

In which municipality do you live?
❒ City of River Falls ❒ Town of Clifton ❒ Town of Kinnickinnic
❒ Town of Martell ❒ Town of Pleasant Valley ❒ Town of River Falls
❒ Town of Rush River ❒ Town of Troy ❒ Not sure
❒ Do not live in the District

Are you an employee of the School District of River Falls? ❒ Yes ❒ No

Do you have children attending a school in the District? ❒ Yes ❒ No

If you have school-aged children, what school(s) do they attend? (*Mark all that apply*.)
❒ Greenwood Elementary ❒ Rocky Branch Elementary ❒ Westside Elementary
❒ Meyer Middle ❒ River Falls High ❒ RF Public Montessori
❒ Renaissance Charter Academy ❒ River Falls 4 Children ❒ Private/parochial school
❒ Homeschool ❒ Other: _____

Thank you for your participation! We sincerely value your time and input.

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School District of River Falls
852 East Division Street
River Falls, WI 54022

IMPORTANT SCHOOL SURVEY ENCLOSED

Questions?

Contact the District Office at 715-425-1800 ext. 1104.

SCHOOL DISTRICT OF River Falls

Please complete this school survey by November 9.

*This publication was produced for the residents of the **School District of River Falls**. Due to the overlap of postal routes, residents from neighboring school districts may receive this publication. Given the limitations of bulk mailing, this overlap was difficult to eliminate without significant cost. Thank you for your understanding.*